

BILINGUAL INTERACTION OF THE STUDENTS IN EFL CLASSROOM AT UNIVERSITY MUHAMMADIYAH SIDRAP

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ABSTRACT

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This research aims to find out (1) L1 and L2 of the students EFL classroom at University Muhammadiyah Sidrap, (2) students' perceptions of the language which bilingual that teachers use in EFL classroom at University Muhammadiyah Sidrap. This research applied qualitative method. The participants of this research were students forth semester of University Muhammadiyah Sidrap, which was taken through purposive sampling technique. The data of this research were collected by observation, interview and documentation. The obtained data were analyzed in four major phases namely data collection, data display, data condensation and drawing conclusion. The result of this research revealed that, (1) there were three component all theories of bilingual namely input, negotiated of meaning and output,; (2) the students show their positive and negative perceptions to the use bilingual in EFL classroom as language instruction in their English classroom. Based on the findings, some recommendations are offered to the students and teachers to be more communicative each other.

Keywords: *bilingual, student's perception, L1 and L2, EFL classroom, teachers language use.*

INTRODUCTION

English is a foreign language taught at school in Indonesia. For many years, it has been a compulsory subject at elementary school, junior high school, senior high school as well as in University. English as the international language is very important to be master by the students; Pennycook (2017) stated that English is the most important subject that a child can learn in school. Without knowing proper English, a child will not be able to communicate effectively by using English language. Teaching in English has been also become a trend to keep up with international development of educations. Teaching English as a foreign language has been widely done for years in many countries around the world, it was claimed as an international language.

In Indonesia since 2004, minister of education want to know how the progress of teaching English could be better. Based on Government regulation Number 19 year 2005 Article 61 Verse 1 explains that *“government and the local government should have at least a unit of education at all levels of education to be developed further as a unit having international standards of education”*. Based on it, the minister of education in Indonesia want to develop teaching and learning process named is “Bilingual”. In this program, two language have to be mastered; not only Indonesia (L1) but also English (L2) and half of Indonesia.

Bilingual education program is instruction in two languages and excludes programs where a second language (L2) is taught as a subject only. May, Hill, &

Tiakiwai (2004) generally speaking, bilingual education program involves two languages during the instruction. The key point of this program is that these two languages are used as the medium to deliver the material. Margana & Sukarno (2011) this program is aimed at establishing students to become elite bi- or multi-linguals to use the target language in different contexts on the grounds that being competent bilinguals and graduates of secondary school levels are expected to survive in some globalization strands which require high English proficiency to make contacts with other people from different countries who come from social-cultural and linguistic backgrounds.

In accordance with the previous statements, as stated by Brown (2000) teachers and educators have debated whether or not they use the students' first language (L1) in an EFL classroom. Some teachers may think that teaching foreign language to students and bringing their L1 to take a part in the learning process may be effective for them to learn the foreign language, especially for the students in the low level proficiency of English because allowing students to be close to their native speaker will help them to learn and to acquire a new language Cook, (2016).

The students may still need their first language in learning the target language. However, Krashen (1989) argues that the use of mother tongue should be minimized in English classroom so that, the English students can acquire the target language like as their mother tongue. Besides that, according to Kingma (2014) Bilingual refers to the role of bilingualism in education. Bilingual Education in the broad sense is all education in which bilingualism is playing a role. However, Gower (2002) states that

bilingual education remains a fantasy for Indonesian school. Fantasy here can define as the target for every school to reach the highest standard of education but cannot become a success if there is no support from the teacher, it means that the teacher have to help the students in teaching and learning such as interaction in the classroom.

By looking at the previous argument above, there are some reasons that I conduct this study such as; the first, I choose to analyze the classroom interaction in the bilingual class, this is because it is very beneficial and interesting to observe and to analyze how far L1 and L2 interact between students-students and teacher-students in the classroom.

LITERATURE REVIEW

Bilingual

Bilingual Approach in English Language Learning Generally, bilingual approach in this study refers to the use of students' first language (L1) in learning target language (in this case learning English). Hence, teacher's bilingual language use in this study is defined as two languages of classroom instruction used by the teacher in teaching English, or it is also meant incorporating the students' native language (L1) in English language learning (ELL) classroom as a learning tool based on Dujmović (2007). In this study, it is the application of Indonesian (L1) and English (L2) in teaching English to the beginning level of students. Beside that according to McGroarty (2001) in his material entitled 'Bilingual Approach to

Language Learning', he clearly explains the bilingual approach. It is noted that bilingual approach is applied in the similar group of students where two languages (or more) are used as a language instruction in learning a language subject. In other words, bilingual approach applies two or more languages classroom instruction as media in learning second language or foreign language in which it is applied in a class where the students have similar language.

In accordance with the statement above, based on the argument of some experts in book report of U.S. Department of Education Center No ED-CFO-10-A0030/0001 (2012, p. ix), they argue that bilingual approach is aimed to educate the English students in which it is built by belief that students' first language (L1) skills contribute positively to students acquisition of a second language (L2) and it also believes that students' first language instruction does appear to promote gains in English achievement Thomas and Collier (2002). Furthermore, the definition of the bilingual approach above is in accordance with the Indonesian context in which English is existed as a foreign language and where the students study English as a learning subject. In Indonesia, the term of bilingual approach is commonly known as the use of students' first language (L1) in second or foreign language learning. Both definitions are similar, because whether bilingual approach and L1 use are as similar as the concept of bilingual approach itself.

Classroom Interaction

Classroom interaction takes an important place, Teacher needs to apply appropriate classroom interaction to facilitate language learning in reality since interaction is in the heart of communication in an era of communicative language teaching and learning. According to Dagarin (2004) classroom interaction might be defined as a two-way process between the participants in the learning process, the teacher influences the students and vice versa. Next, Malamah-Thomas (1987) defined classroom interaction as practice that enhances the development of the two very important language skills which are speaking and listening among the students. He further explains that through interaction, the students are trained to be competent enough to think critically and share their views among their peers. If the teacher as the one transmitting a message, then she/he can be seen as trying to communicate with the whole class, a group of students, or an individual students at different points of the lesson. There is always a reason for transmitting a message to someone else. The classroom situation involves gathering people together for a specific purpose: in this case, the purpose of learning.

Interaction occurred every day in the classroom activities between the teacher and the students. Interaction is commonly defined as a kind of action that occurs as two or more objects has an effect upon one another. The ideas of a two-way effect are essential in the concept of interaction, as opposed to a one-way causal effect. Interaction here refers to conversational exchanged which comes up when participants try to accommodate potential or actual problem of understanding by using strategies such as comprehension checks or clarification checks,

Kumaravadivelu (2006). Such as exercise is also perceived to promote students' processing capacity especially by helping them with conscious noticing required to convert input. Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the students. Classroom interaction aims at meaningful communication among the students in their target language.

Garton (2012) stated that classroom interaction covers classroom behavior such as turn taking, questioning and answer, negotiating of meaning and feedback. Meanwhile Allwright & Bailey (1991) claims that interaction in the classroom has to be managed because it relates to the efforts to help pupils learn and take benefit of learning. Teacher has to be aware that the interaction has to be managed by everyone taking part, not just by the teacher, because it is previously not something the teacher does to pupils, but something pupils do together, collectively. They examine the objectives of classroom interaction as follow:

1. It helps the students to identify their own learning methods
2. This interaction will guide the students to communicate with their peers easily and will give them an exposure to vase genres of language learning
3. It will help student to come face to face with the various types of interaction that can take place inside the classroom
4. Classroom interaction aims at meaningful communication among the students in their target language

5. It also aims at probing into the students prior learning ability and how way of conceptualizing fact and ideas
6. This practice will help the teacher to have a detailed study of the nature and the frequency of student's interaction inside the classroom.

Based on the explanation about the definition of classroom interaction above, the researcher concludes that classroom interaction is the interaction process that happens in the classroom between teacher-students and between students-students.

EFL

EFL is an abbreviation for “English as a Foreign Language”. This is mainly used to talk about students whose first language is not English. EFL students learn English while living in their own country, for example: a Chinese person learning English in China.

In our country, the students study English as a foreign language, EFL is usually learned in environment where the language of the community and the school is not English. Hence, EFL students have difficulties to improve their ability in speaking English because they lack of support by their environment or the place of the course therefore students have limited opportunities to explore his ability in English.

METHOD

The research method used in this study was qualitative method, because the purpose of this research focuses on how the students interaction in EFL classroom and how students perception use bilingual in the classroom. This study carried out at University Muhammadiyah Sidrap. This study used purposive sampling in defining the sample of the research. The participants are fourth semester of University Muhammadiyah Sidrap. The data of this research were collected by observation, interview and documentation then analyzed through interactive model of Miles & Huberman (2014).

FINDINGS

1. How does L1 interact with L2 of the students in EFL classroom at University Muhammadiyah Sidrap?

a. Input

In language learning, input is the language data which the student is exposed to. It is commonly acknowledged that for second language acquisition to take place there must be two prerequisites: L2 input available to the students and a set of internal mechanism to account for how L2 data are processed (Ellis, 1985). Example *“Please, satu orang take attendant list in office”*.

b. Negotiated of Meaning

1. Confirmation Check

Asking for confirmation of a previously made statement to be sure he or she has understood correctly. Example *“Apanya yang diidentifikasi Sir?”*

2. Clarification request

Are made by the listener to clarify what the speaker has said and include statements such as “I don’t understand,” wh- questions, yes/no questions, and tag questions. Example *“Maksudnya absen berjalan Sir?”*

c. Output

Output is the language a student produces. Swain, the most influential figure for Output Hypothesis, has argued that comprehensible output also plays a part in L2 acquisition. Example *“Sir, I am sorry, I would like to ask about my friends exam score on your subject in semester before.”*

2. What are student’s perceptions using bilingual in EFL classroom at University Muhammadiyah Sidrap?

Regarding to the second research question which was aimed to investigate students’ perceptions toward bilingual in EFL classroom, this is in line with the studies conducted by Krashen (1987) and Kelilo (2012). As stated by students in interview conducted on 4th March 2020 “Why do you agree that bilingual language used in your English classroom helps you in learning English”?

“Karena, Nabikinki lebih memahami apa yang dosen jelaskan tentang itu pelajaran, mudahki mengerjakan tugas dan banyak didapat kosa kata baru tentang bahasa inggris”

“Because it make me easy to understand what the teacher explained about the lesson, easy to do exercise and find out new vocabularies in English”

(Interview with S1)

.“Karena, dengan begitu bisaki dapat mengetahui penyebutan kata dalam bahasa inggris, menambah kosa kata, dan melatih kemampuan kita dalam berbahasa inggris sehingga sedikit demi sedikit kita dapat berbahasa inggris sesuai grammar”

“Because, in that way we can know the pronunciation of words in English, add vocabulary, and practice our ability in English so that little by little we can speak English according to grammar”

(Interview with S2)

Based on the result of interview, students had a perception that bilingual can help them to understand the point of grammar, grammar including the material that need to be taught in English language, beside that based on S2 opinion, it is also said that if using bilingual in teaching and learning of course it can add vocabulary and train students' ability about new vocabularies. The researcher concludes that students had similar perception that the use of bilingual might help students to understand grammar well and add new vocabulary.

On the second interview, the researcher gave question “Why do you agree that the use bilingual language in your English classroom make you easy in understanding the material given by the teacher”?

“Karena, kalau pakeki bilingual didalam kelas bahasa inggris nabuatki lebih cepat paham dan makna setiap kalimat yang dijelaskan dari dosen”

“Because the use of bilingual in English classroom make me understand something faster and the meaning of every sentence which explained by the teacher”

(Interview with S1)

“Karena beberapa dari kita belum dapat menguasai bahasa inggris dan jika dosen hanya menggunakan bahasa inggris maka kita akan kesulitan memahami materi”

“Because some of us cannot master English and if the teacher only uses English, we will have difficulty to understanding the material”

(Interview with S2)

Based on the result of interview, S1 uttered that if the teacher used bilingual in the classroom, of course students understood every sentence which was explained by teacher, S2 have a similar perception, S2 argued if they used only English language in the classroom there were some students whose could not understand the material, so bilingual become another alternative.

From the statement above, the researcher conclude that bilingual help students whose did not fluent in English, beside that help them to more understand because translating made them know the meaning of the words.

- Does teacher bilingual use in your English classroom give some benefit for you in learning English?

“Iya, nabantuki untuk bertanya dan menjawab sesuatu selama kelas berlangsung dan membaca buku secara langsung”

“Yes, it helps me to ask and answer something during the class and read English book correctly”

(Interview with S1)

“Iya, sangat bermanfaat karena kita dapat banyak belajar bahasa inggris dan bagaimana penerapannya. Selain itu, kita dapat menambah pembendaharan kata dalam bahasa inggris”

“Yes, it is very helpful because we can learn a lot of English and how to applicate. In addition, we can add vocabulary in English”

(Interview with S2)

Based on the result interview, S1 said bilingual was very helpful and gave benefit to them because they could learn more about English language and how to applied it, beside that S2 had a different perception, S2 argued that bilingual help her to ask and answer something during the class.

From the explanation of the statement above, the researcher conclude that bilingual have many benefit to the students, students might understand the explanation because there are repetition when students do not understand the utterance from the teacher.

- Does teacher bilingual language use in your English classroom help you to improve your English skills (writing, speaking, listening, and reading)? Which English skills that is very helped by it?

“Iya tentu penggunaan bilingual dapat natingkatkan kemampuan ta bahasa inggrisku secara tidak langsung, setiap kita belajar bahasa inggris otomatis meningkat khususnya kemampuan berbicara karena to’ berbicara itu tentang praktekki jadi kalau lebih banyakki praktek kupikir bicarata lebih bagus”.

“Of course the use of bilingual language can improve my skill English directly. Everytime we learn English, it will automatically improve our English knowledge especially in speaking skill because speaking is about practice so if we do more practice I think our speaking can be better”

(Interview with S1)

“Keterampilan bahasa inggris yang sangat terbantu adalah listening sama speaking. Kemampuan speaking bisa didapatkan kalau dosen menjelaskan materinya dan kalau kemampuan speaking bisa didapat kalau mauki bertanya / menjawab pertanyaan dari dosen kalau berbicaraki juga bisaji tidak sesuai grammar”

“English skills which are gotten more help such as listening and speaking. Speaking ability can be obtained if the teacher explains the material and if speaking ability can be obtained if we can asks / answers questions from the teacher and when we can speak without focusing on the grammar”

(Interview with S2)

Based on the result of the interview, the most important skill based on the students' perception is speaking skill, because in the classroom, when the teacher explain the material, the students are directly doing the practice, beside that S2 also said speaking because English speaking is not only about grammar, when teacher explain the material, of course students listen what teacher said about the material.

Based on statement above the researcher concludes that speaking is very important in bilingual because there is an interaction between teacher and students. Student can directly understand and have a new vocabulary, beside that student can practice how to produce a word.

- Have you ever felt that the use of bilingual language makes you confused in learning English?

"Iya, waktu pertama merasakan bingung karena Cuma kita dengar itu tapi lama kelamaan bisa mi dipake, lagipula kami bertanya kepada guru apakah kami tidak mengerti apa yang dia jelaskan"

"Yes, at first it might feel confused because we just heard it but over time we will get used to it, after all we will ask the teacher if we don't understand what he explained"

(Interview with S1)

"Terkadang kalau penggunaan lebih cenderung pake bahasa inggris, tapi kalau penggunaannya seimbang tentumti tidak nakasih bingungki bahkan membantu sekali"

"Sometimes, if the use is more likely to use English, but if the usage is balanced, of course it won't give confusion and it even helps"

(Interview with S2)

Based on the result interview, S1 said that at the first she might feel confused because just heard what teacher said but over time the students will get used it, beside that S2 argue that sometimes when the teacher use English, there was no balance with

Indonesia language usage. It made some students became confuse and not interest to join the material.

From the statement above, S1 and S2 have similar perception, sometimes it is confusing because some students are not fluent in English. But, when the teacher use bilingual it means that balanced it can students understand and interest to join the class.

- As the conclusion, do you agree or disagree with use bilingual language in your English classroom?

“Ya tentu saya setuju karena ada manfaatnya materi seperti itu mudahka pahami dengan baik”.

“Yes of course I agree because there are benefits of it such as easy to understand material well”

(Interview with S1)

“Saya setuju, karena dapat nabantuki belajar bahasa inggris dan bagaimana penggunaannya”

“I agree, because it can help us to learn English and how to use it”

(Interview with S2)

Based on the perception about the agreement of the using of bilingual in the classroom, S1 and S2 have same opinion that they argue and they really agree because bilingual have many benefit such as students more understand the material and help them to learn English language besides that translating made them know the meaning of the words.

DISCUSSION

The findings of this research shows that there three key component interaction in EFL classroom used bilingual at University Muhammadiyah Sidrap. They are Input, Negotiated of meaning and Output and also there some perception of the students used bilingual in the classroom. These findings support by several studies (Lowen & Sato, 2018) Interaction and instructed second language acquisition. They found that there were three components in negotiated of meaning there where clarification requests, confirmation checks, and comprehension checks. But, in this study the researcher focus on clarification request and confirmation check based on observation there is no negotiated of meaning use comprehension checks. Pari conducted the research “Input, Output, And Negotiation Of Meaning In Spanish Conversation Classes. This research explained about the use of L1 and L2 in the classroom with use input, negotiation of meaning and output. The result of this study showed that with use use input, negotiation of meaning and output are important in teaching and learning especially in EFL classroom interaction. Besides that, Puasa et al (2015) conducted the research about “Classroom talk in Bilingual Class Interaction”. This research explained about bilingual class interaction, the research findings showed that the language option used bilingual classroom interaction was influenced, and the result of this study showed that bilingual interaction had positive effect to the students in teaching and learning.

CONCLUSION AND SUGGESTION

From the result of this study, there are two conclusion obtained. First, the researcher found some key component of the bilingual students interaction in EFL classroom, they were: Input, Negotiated of meaning and Output. Second, students perception used bilingual in the classroom by combining first language (L1) and second language (L2). Based on result from interview, it shows that student's respond to the used bilingual in the classroom were positive and negative responds; every student has a different perception based on their experienced. From the positive perception the researcher conclude that there some benefits of bilingual language use in EFL classroom.

Finally the researcher suggests the researcher would like to give suggestion for English teacher. Researcher give suggestion about teachers should have a deeper insight on students' preference and justification of using Bilingual in EFL classroom. Teachers should understanding in which situation their students tend to prefer to use English and not English. By understanding that, teacher will be better informed about teachers use of Bilingual should be avoided or not in English learning classroom.

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